



The Harmony Trust

CPD Offer: 2021-2022



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Frameworks to support our approach...

GP2L Statement

Read Achieve Succeed

HTML Strategy

EYFS Strategy

Curriculum and Assessment

Inclusion Strategy

Excellence For All Framework

The Harmony Pledge and Personal Development

Differentiated Model of Support and Development

The Harmony Trust Strategic Plan: Great Place 2 Learn



Purpose

The purpose of this CPD offer is to improve the pedagogy and subject knowledge of Leaders, Teachers and Teaching Assistants so that they can plan for academy development, improved outcomes and better quality provision.

By drawing on the expertise of teachers and leaders within the Trust, the internal support offered in this brochure ensures that the development aligns with the main aims of the strategic plan.

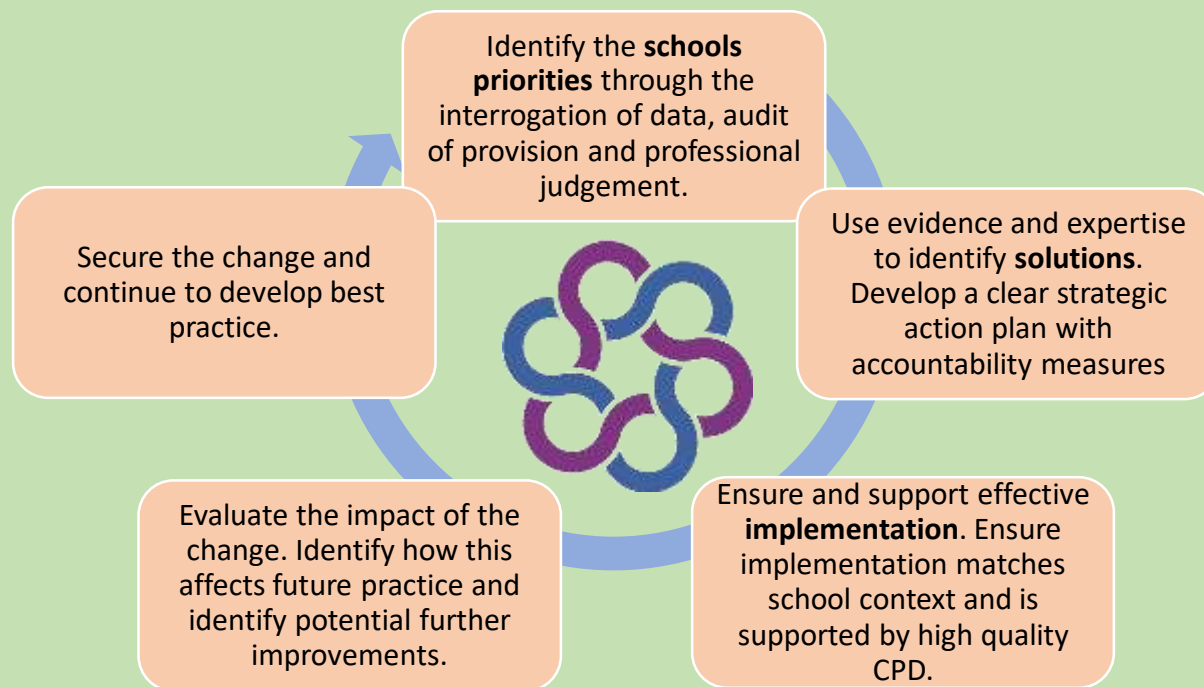
We know that the most effective intervention for all children is access to a high-quality education delivered by expert teachers and investment in high quality professional development is the single most important factor in enabling high quality teaching that leads to improved outcomes for all.

Intended Impact

- *Improve the quality of teaching and learning*
- *Improve the effectiveness of the leadership of curriculum areas including evaluation and development planning*
- *Increase teacher confidence and skills*
- *Raise the attainment of pupils*
- *Ensure pupils make good progress*
- *Develop the quality of provision in schools*
- *Improve the quality of teaching assistant support and intervention*
- *Improve pupil's behaviours for learning*

Approach

The programme is underpinned by the EEF model for school improvement which focuses on improving provision through development planning and high quality CPD.



Adapted from EEF

Practitioners will be supported to evaluate current provision, outcomes and strategies, identify areas of need and to **strategically plan for improvement**.

How to access this support

Continuing Professional Development may include:

- *Working alongside experienced leaders through coaching and mentoring*
- *Being part of a peer inquiry team in own or another academy*
- *Placement at another academy or supporting another academy*
- *Leadership Development Sessions*
- *Access to Harmony Learning Communities, networks and work hubs*
- *Participating in or leading a Provision and Practice Review*
- *CPD Courses and development programmes*

CPD can be accessed through booking a scheduled element from within this brochure, accessing content within the URL, organising delivery within your own academy or working with a Trust Leader to develop bespoke support.

In addition to the core offer outlined in this Harmony CPD Brochure, bespoke CPD support is also available.

Access to this enhanced CPD offer will be determined by the Academy Visit schedule and through discussions with the CEO and Director of Education. Certain elements will be available within the core offer whereas other components will be accessible by a commission submitted to the Development Team.

Requests for commissions can be submitted [here](#).



CPD Offer



Career Development

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Maximising the Practice of Teaching Assistants	<ul style="list-style-type: none"> Summarising latest research and guidance on complementary roles of TAs and teachers Scaffolding as a framework for developing pupil independence Reflecting on current practice and developing specific scaffolding strategies Making an effective contribution to assessment for learning Putting the strategies into action 	TAs	1x full day (+1x twilight for teachers and prep self assessment for SLTs)	INSET Day (February 2022) Conference for all Derby TAs Venue TBC
Stepping into Teaching	<ul style="list-style-type: none"> understand the main elements of good teaching develop effective Assessment for Learning strategies improve behaviour management when teaching whole class groups 	Teaching Assistants currently 'acting up' as HLTAs TAs/HLTAs considering stepping up to teaching	3x Twilight (1 ½ hours)	Cohort A 1) 25th Nov 21 3:30pm-5pm 2) 13th Jan 22 3:30pm-5pm 3) 27th Jan 22 3:30pm-5pm Cohort B TBA
Early Career Teachers	<ul style="list-style-type: none"> Induction Programme to be delivered by ECF Providers 	ECTs	Induction Programme to be delivered by ECF Providers	

Curriculum

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)																
Subject Leader Development Programme: <ul style="list-style-type: none">• Computing• Phonics• Reading• Maths• Wider Curriculum	<ul style="list-style-type: none">• <i>Develop your own expertise to effectively evaluate provision in your academy for your subject area</i>• <i>Develop precise action plans that will lead to improvement</i>• <i>Improve the leadership of your subject through a greater understanding of pedagogy and practice, enabling you as a leader to act as the lead learner for the school</i>• <i>Lead the implementation of effective practice within your academy by acting as a role model to colleagues</i>• <i>Raise attainment through planning, assessment and target setting – effectively using data to lead school improvement</i>• <i>Build on and develop your leadership behaviours</i>• <i>Support your colleagues in school through modelling and coaching</i>• <i>To collaborate with colleagues to share best practice and provide mutual support</i>	Subject Leaders	3x ½ day sessions	Computing Day 3 – 30th Sept 9am-12noon Phonics 1) 4th Oct 1pm-4pm 2) 15th Nov 1pm-4pm 3) 24 th Jan 1pm-4pm Reading 1) 27th Sept 1pm-4pm 2) 8th Nov 1pm-4pm 3) 17 th Jan 1pm-4pm Maths 1) 11th Oct 1pm-4pm 2) 22nd Nov 1pm-4pm 3) 31 st Jan 1pm-4pm Wider Curriculum (Cohort A and B) All 1pm-4pm <table><tr><td></td><td>Cohort A</td><td>Cohort B</td><td>Cohort C</td></tr><tr><td>1)</td><td>18th Oct</td><td>5th Nov*</td><td>28th Feb</td></tr><tr><td>2)</td><td>29th Nov</td><td>6th Dec</td><td>21st March</td></tr><tr><td>3)</td><td>7th Feb</td><td>14th Feb</td><td>25th April</td></tr></table> *Change of date since previous version		Cohort A	Cohort B	Cohort C	1)	18th Oct	5th Nov*	28 th Feb	2)	29th Nov	6th Dec	21 st March	3)	7 th Feb	14 th Feb	25 th April
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Curriculum

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Effective Curriculum Leadership	Sharing of a Curriculum Development Journey: <ul style="list-style-type: none"> • <i>Rationale</i> • <i>Approach</i> • <i>Securing 'buy-in'</i> • <i>Developing the narrative</i> • <i>Where now and where next?</i> Exemplar documentation: <ul style="list-style-type: none"> • <i>Action Plans</i> • <i>Audits</i> • <i>Position Statements</i> • <i>Curriculum Maps</i> • <i>Subject Overviews</i> • <i>Teaching and Learning Handbook</i> Activities to support Curriculum Conversations: <ul style="list-style-type: none"> • <i>Considering OFSTED's Key Elements in relation to your curriculum</i> • <i>Rosenshine Principles and your Curriculum Approach</i> • <i>Opportunities to network with fellow Curriculum Leads</i> • <i>Access to coaching sessions</i> • <i>Responding to the recommendations from the Curriculum Inquiry Days</i> 	Leaders with Curriculum responsibility (Not individual subjects)	Programme	Spring Term Dates TBC
PSHE:	<ul style="list-style-type: none"> • <i>An introduction to the new PSHE Curriculum non-negotiables</i> 	All teachers	1x 30 minute recording on URL	Recording will be available HERE when ready
PSHE:	<ul style="list-style-type: none"> • <i>Guidance for the Teaching of Relationship and Health Education</i> 	All teachers	Recording on the URL	Recording will be available HERE when ready
PSHE:	<ul style="list-style-type: none"> • <i>Guidance for the Teaching of the Changing Adolescent Body</i> 	All teachers	Recording on the URL	Recording will be available HERE when ready

EAL/INA

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Colourful Semantics in the EAL Classroom	<ul style="list-style-type: none"> • <i>Provide a structured approach to teaching speaking, listening and writing for pupils learning EAL</i> • <i>Equip pupils with the skills required to make good progress</i> • <i>Raise the attainment of pupils learning EAL</i> • <i>Develop their own expertise to improve and enhance EAL provision</i> • <i>Empower pupils to become confident and successful communicators</i> • <i>Network with other teachers and leaders to exchange ideas and share practice to enhance the learning for pupils and staff</i> 	Oracy leads EAL/INA leads EAL/INA specialist teachers KS1/KS2 teachers HLTAs TAs	1 hour session (repeated each term for different attendees)	Thursday 24 th March 3:40pm-4:40pm Thursday 23 rd June 3:40pm-4:40pm
Effective Strategies for Supporting EAL Learners	<ul style="list-style-type: none"> • <i>Develop their own expertise to improve and enhance EAL provision in school.</i> • <i>Develop teaching and learning through a greater understanding of EAL pedagogy and practice</i> • <i>Raise the attainment of EAL learners by promoting the use of materials / resources by modelling good practice and promoting the use of such relevant materials and resources</i> • <i>Support their colleagues in school through modelling, coaching and partnership teaching</i> • <i>Provide advice and support to colleagues on scaffolding the linguistic and academic development of EAL learners</i> • <i>Network with other teachers and leaders to exchange ideas and share practice to enhance the learning for pupils and staff</i> 	KS1 & KS2 teachers HLTAs TAs	½ day	Wednesday 16 th March 1pm-4pm
Early Reading Intervention	<ul style="list-style-type: none"> • <i>To provide an approach to teaching early reading skills to Newly Arrived Pupils and pupils not making expected progress</i> • <i>To raise attainment in Reading</i> • <i>To equip pupils with the skills required to make good progress</i> • <i>To empower pupils to become confident and independent readers</i> 	TAs Teachers Reading Leads EAL/INA Leads SenCos	1 x 1 hour and a half session	Introductory session to be recorded and uploaded to the URL Follow-up training once academies have the appropriate resources (Spr1)

Early Years Foundation Stage

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Developing Excellent EYFS Provision	<p>To understand:</p> <ul style="list-style-type: none"> <i>What continuous and enhanced provision is</i> <i>What effective provision looks like</i> <i>How to audit and develop provision</i> <i>Following children's interests</i> <i>Language rich and communication friendly settings</i> <i>The role of the adult</i> <p><i>As part of the programme you will audit and develop your continuous and/or enhanced provision and develop Long Term Provision plans with your team</i></p>	Teachers TAs EYFS Leads	3x ½ day sessions (Programme)	<p>04.10.21 9.00-12.00 pm</p> <p>15.11.21 9.00-12.00 pm</p> <p>29.11.21-9.00-12.00 pm</p>
Developing EYFS Leadership	<ul style="list-style-type: none"> <i>Develop their own expertise to effectively evaluate provision in their school</i> <i>Develop precise action plans that will lead to improvement</i> <i>Improve the Leadership of EYFS through a greater understanding of pedagogy and practice, enabling the leader to act as the lead learner for the school</i> <i>Lead the implementation of effective practice within their school by acting as a role model to colleagues</i> <i>Raise attainment through planning, assessment and target setting – effectively using data to lead school improvement</i> <i>Build on and develop their leadership behaviours</i> <i>Support their colleagues in school through modelling and coaching</i> 	Current and aspiring leaders of EYFS	3x ½ day sessions (Programme)	<p>19.10.21 9.00-12.00 pm</p> <p>07.12.21 - 9.00-12.00 pm</p> <p>15.02.22 - 9.00-12.00 pm</p>

Early Years Foundation Stage

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Planned, Purposeful Talk- The Power of Pobble 365	<ul style="list-style-type: none"> Explore and learn how to use Pobble 365 Increase their knowledge and confidence to promote Language & Communication Inspire and engage all children to talk Explore the Power of Pobble (EYFS & beyond) Support Parents to 'talk' to their children 	Early Years Practitioners	1x ½ day session repeated each term	11.10.21 - 1.30-3.00pm 31.01.22 -9.30-11.00am 09.05.22 - 1.30-3.00pm
Working with Families to Support Early Maths & Literacy <i>Based on the 'REAL' approach (Raising Early Achievement in Literacy) explore ways to engage and support families</i>	<ul style="list-style-type: none"> Explore the REAL approach Develop their confidence to talk to parents about opportunities and ways to support their children at home Gain practical ideas for engaging parents in their children's early Literacy and Mathematical Development 	Early Years Practitioners	1x ½ day session repeated each term	11.10.21 - 9.00-12.00pm 07.03.22 - 12.30-3.30pm 13.06.22 - 9.00-12.00pm
Early Maths Development Programme	<ul style="list-style-type: none"> Improve the quality of mathematics provision in participating settings Improve the quality of teaching and learning of mathematics in the Early Years Increase teacher subject knowledge and confidence in the teaching of Early Mathematics Raise the attainment of pupils in mathematics, ensure pupils make good progress To network with colleagues to share best practice and provide mutual support 	Early Years Practitioners Maths Leads	6x ½ day sessions	Dates and Times TBC

Excellence for All

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Unlocking potential in UKS2	To include: <ul style="list-style-type: none"> Classroom culture Relationships Key messages: Paul Dix – When the adults change Self-regulation/independence Technology Looking ahead to SATs Rigorous monitoring of Pupil progress Identifying and addressing gaps Study skills and exam technique 	Y5 and Y6	Programme	All participants will be notified directly through the Unlocking Potential Team of dates and times of the events For further details of support included in this offer, please refer to the Unlocking Potential in Upper Key Stage 2 Brochure
Implementing the Excellence For All Framework – Leaders	To include: <ul style="list-style-type: none"> Key principles Rationale 	For Principals, SLT and PP Leads	Spring	Spring
Implementing the Excellence For All Framework - Teachers	<ul style="list-style-type: none"> Implications for leaders Implications for class teachers Planning for effective implementation 	For teachers/TAs	Spring	Spring
Developing independent, expert learners	To include: <ul style="list-style-type: none"> Metacognition Self-regulation EEF Recommendations Application of metacognitive strategies in the classroom Links to MPTA Engaging parents Technology 	Teachers TAs	Programme	Spring

HTML Strategy

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Apple iPad Training with David Kirtlan	<ul style="list-style-type: none"> Upskill teachers to use technology in the classroom To become adept in using some key apps to enhance teaching and learning <p>Using iPads to support learners with SEND</p> <p>Join Zoom Meeting https://us06web.zoom.us/j/96534744470?pwd=bTVEQS9aSGpXWVpHVmovTU11dUxQUT09 Meeting ID: 965 3474 4470 Passcode: ipad123</p>	Teachers TAs	Twilight session	Thursday 2nd December 3:30-4:30
HTTPs Network	<ul style="list-style-type: none"> Will pioneer the HTML Strategy within their own academy Have the leadership attributes to coach and mentor colleagues to develop practice Provide induction for new staff in the use of iPads in the classroom Can direct teachers to be able to 'troubleshoot' common problems Will establish the role of Academy Pupil Pioneers (APPs) to develop their capability to support their peers 	HTTPs	Programme	All HTTps will be notified of dates and times by the HTML Team directly
Using AR/VR in the Classroom	<ul style="list-style-type: none"> Understand the login procedures. Understand how the app works and how to guide "a tour." Explore how to support all areas of the curriculum using AR or VR. Tips for classroom management. 	Teachers TAs	45 minute twilight	18 th November 3:45pm-4:30pm
Using Teams in the Classroom	<ul style="list-style-type: none"> Use Teams to set assignments for your class Provide feedback Reduce workload Motivate pupils 	Teachers TAs	45 minute twilight	23rd September 3:45pm-4:30pm The recording of this session can be accessed here

Leadership Development

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Leading in Harmony	<ul style="list-style-type: none"> To support senior and executive leaders in their roles, developing the necessary skills to work at a strategic cross trust level To facilitate and enable effective collaboration between leaders To encourage peer reflection and professional dialogue To provide regular access to a professional leadership coach 	Executive Principals Principals Heads of Academy	Programme	Termly sessions facilitated through LMSG Access to 1:1 coaching on a termly basis with Brian Lawson
New to Principalship	<ul style="list-style-type: none"> To provide effective induction to leaders who are new to the trust or new to the role of Principal To develop links between leaders so that collaboration and support network are maximised 	Principals and Heads of Academy who are new to role or new to The Harmony Trust	Programme	Termly session Dates TBC
Pathways to Leadership	<ul style="list-style-type: none"> To inform those looking to progress to the next phase of their career of the pathways and opportunities available to them through the Harmony Opportunity Programme To provide practical advice of the actions and behaviours that support leadership development 	Middle leaders aspiring to senior leadership	Standalone	Starting Spring Term 2022
Leading from the Classroom		Subject leaders aspiring to Middle Leadership (TLR)	Programme	Starting Spring Term 2022
NPQ Programmes Facilitated by external approved providers	National Programmes available are: <ul style="list-style-type: none"> NPQ in Leading Teacher Development NPQ in Leading Behaviour and Culture NPQ in Leading Teaching NPQ in Senior Leadership NPQ in Headship 	Middle and Senior Leaders where appropriate All those wishing to apply should seek sponsorship approval from their line managers.	Programme	Dates vary depending on the chosen provider

Literacy and Oracy

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)																																		
Developing Reading Comprehension Programme: EYFS, KS1 and KS2	<ul style="list-style-type: none">Develop their own expertise to improve and enhance reading provision in their classroom/school.Improve teaching and learning through a greater understanding of pedagogy and practice, strengthening teacher knowledge and leading to improved confidenceImplement effective practice within their school including the diagnostic assessment of reading comprehension difficultiesRaise attainment of key pupils by promoting the use of materials/resources by modelling good practice and promoting the use of such relevant materials and resources including 'Inference Training'To be able to raise attainment through planning, assessment and target settingSupport their colleagues in school through modelling and coaching	Teachers Reading Leads	3x half day programme for each age phase	<div>EYFS (9am-12noon)</div> <table><tr><td></td><td>Cohort A</td><td>Cohort B</td></tr><tr><td>1)</td><td rowspan="3">See KS1 Cohort A</td><td>11th Feb</td></tr><tr><td>2)</td><td>29th April</td></tr><tr><td>3)</td><td>10th June</td></tr></table> <div>KS1 (9am-12noon)</div> <table><tr><td></td><td>Cohort A</td><td>Cohort B</td></tr><tr><td>1)</td><td>24th Sep</td><td>4th March</td></tr><tr><td>2)</td><td>19th Nov</td><td>6th May</td></tr><tr><td>3)</td><td>28th Jan</td><td>17th June</td></tr></table> <div>KS2 (9am-12noon)</div> <table><tr><td></td><td>Cohort A</td><td>Cohort B</td></tr><tr><td>1)</td><td>1st Oct</td><td>11th March</td></tr><tr><td>2)</td><td>26th Nov</td><td>13th May</td></tr><tr><td>3)</td><td>4th Feb</td><td>24th June</td></tr></table>		Cohort A	Cohort B	1)	See KS1 Cohort A	11 th Feb	2)	29 th April	3)	10 th June		Cohort A	Cohort B	1)	24 th Sep	4 th March	2)	19 th Nov	6 th May	3)	28 th Jan	17 th June		Cohort A	Cohort B	1)	1 st Oct	11 th March	2)	26 th Nov	13 th May	3)	4 th Feb	24 th June
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Literacy and Oracy

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)																																				
Writing Development Programme: EYFS, KS1 and KS2	<ul style="list-style-type: none">Develop their own expertise to improve and enhance writing provision in their classroom/school.Improve teaching and learning through a greater understanding of pedagogy and practice, strengthening teacher knowledge and leading to improved confidenceImplement effective practice within their school including the diagnostic assessment of writing difficultiesRaise attainment of key pupils by promoting the use of materials/resources by modelling good practice and promoting the use of such relevant materials and resources including EEF Improving Literacy materialsTo be able to raise attainment through planning, assessment and target settingSupport their colleagues in school through modelling and coaching	Teachers Writing Leads	3x half day programme for each age phase	<div>EYFS (9am-12noon)</div> <table><thead><tr><th></th><th>Cohort A</th><th>Cohort B</th></tr></thead><tbody><tr><td>1)</td><td>6th Oct</td><td>2nd Feb</td></tr><tr><td>2)</td><td>16th Nov</td><td>2nd March</td></tr><tr><td>3)</td><td></td><td>6th April</td></tr></tbody></table> <div>KS1 (9am-12noon)</div> <table><thead><tr><th></th><th>Cohort A</th><th>Cohort B</th></tr></thead><tbody><tr><td>1)</td><td>29th Sept</td><td>9th Feb</td></tr><tr><td>2)</td><td>9th Nov</td><td>9th March</td></tr><tr><td>3)</td><td>26th Jan</td><td>27th April</td></tr></tbody></table> <div>KS2 (9am-12noon)</div> <table><thead><tr><th></th><th>Cohort A</th><th>Cohort B</th></tr></thead><tbody><tr><td>1)</td><td>22nd Sept</td><td>16th Feb</td></tr><tr><td>2)</td><td>2nd Nov</td><td>16th March</td></tr><tr><td>3)</td><td>19th Jan *NOW 27th Jan</td><td>25th May</td></tr></tbody></table>		Cohort A	Cohort B	1)	6th Oct	2 nd Feb	2)	16th Nov	2 nd March	3)		6 th April		Cohort A	Cohort B	1)	29th Sept	9 th Feb	2)	9th Nov	9 th March	3)	26 th Jan	27 th April		Cohort A	Cohort B	1)	22nd Sept	16 th Feb	2)	2nd Nov	16 th March	3)	19 th Jan *NOW 27 th Jan	25 th May
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Literacy and Oracy

CPD	Aims	Audience	Programme or Standalone	Dates and Times
<p>Language Champion Programme</p> <p>(Led by Sheffield EAL/New Arrivals Team)</p>	<p>This is a programme designed to support practitioners with strategies to improve language acquisition and application in the classroom. It is not solely aimed at developing language in EAL/INA pupils as the strategies shared will aid all pupils requiring language support – as well as being an integral element of quality first teaching.</p> <p>The session outlines are as follows:</p> <ul style="list-style-type: none"> • Language acquisition and development – An Introduction • Word Aware* - Session 1: Teaching vocabulary across the day, across the curriculum • Word Aware* - Session 2: Teaching vocabulary across the day, across the curriculum • Speaking & listening • Scaffolding language, scaffolding learning. • Reflection and action planning <p>Participants will have access to mentoring by programme consultants.</p> <p>*Word Aware books are recommended for these sessions – approximately £40.00 per unit http://thinkingtalking.co.uk/word-aware/</p>	<p>Teachers</p> <p><i>Places for this programme are extremely limited and initially, we can only offer one place per academy.</i></p>	<p>Programme</p>	<p>Each session will run from 1:30pm to 3:30pm</p> <p>• Tuesday 19th October 2021 • Tuesday 16th November 2021</p> <ul style="list-style-type: none"> • Tuesday 7th December 2021 • Tuesday 1st February 2022 • Tuesday 1st March 2022 • Tuesday 22nd March 2022 <p><i>PLEASE NOTE THAT THESE DATES ARE SUBJECT TO CHANGE</i></p>

Literacy and Oracy

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Early Reading Intervention	<ul style="list-style-type: none"> To provide an approach to teaching early reading skills to Newly Arrived Pupils and pupils not making expected progress To raise attainment in Reading To equip pupils with the skills required to make good progress To empower pupils to become confident and independent readers 	TAs Teachers Reading Leads EAL/INA Leads SenCos	1 x 1 hour and a half session	Introductory session to be recorded and uploaded to the URL Follow-up training once academies have the appropriate resources (Spr1)
Improving Vocabulary and Planning Purposeful Talk	<ul style="list-style-type: none"> Improve teaching and learning through a greater understanding of pedagogy and practice Implement effective practice within their school Raise attainment through a whole school focus on language and vocabulary Opportunity to discover how strategies such as Word Aware, Language Structures and Pobble 365 have enhanced teaching and learning across age ranges and differing contexts Network with other teachers and leaders to exchange ideas and share practice to enhance the learning for pupils and staff 	TAs Teachers English/Oracy Leads	1x half day session	TBC

Literacy and Oracy

Aims	Audience	Programme or Standalone	CPD	Dates and Times (please note some dates and times have changed)	
<p>**Please Note**</p> <p>These will be <u>IN PERSON</u> training events in order to maximise the impact of the sessions and to support academies in their implementation of the Harmony Phonics Framework</p> <p><i>(North west sessions will be held at Northmoor in the Training Room, Derby venue TBC)</i></p>				Derby	North West
<ul style="list-style-type: none"> • <i>Improve the quality of teaching and learning</i> • <i>Increase practitioner confidence and skills in the teaching of phonics</i> • <i>Raise the attainment of pupils, ensure pupils make good progress</i> • <i>Develop the quality of phonics provision in schools</i> • <i>Improve the quality of teaching assistant support and intervention</i> • <i>Improve pupil attitudes and engagement in phonics sessions</i> 	Any Teacher or TA with responsibility for delivering phonics lessons	1x ½ day session	Year 1 Phonics: Phases 4 & 5 + PSC	Monday 6 th December 9am-12noon	Monday 29 th November 9am-12noon
			Early Phonics: Phases 1 and 2	Monday 6 th December 1pm-4pm	Monday 29 th November 1pm-4pm
			TAs: An introduction to phonics (also suitable for ITT student)	Monday 17 th January 9am-12noon	Monday 10 th January 9am-12noon
			NQTs/New to KS1	Monday 17 th January 1pm-4pm	Monday 10 th January 1pm-4pm
			Y2 Phonics: Phase 6 and beyond	Monday 7 th March 9am-12noon	Monday 14 th March 9am-12noon

Mathematics

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Ready to Progress: Year 2	<ul style="list-style-type: none"> <i>Become familiar with the Ready to Progress criteria from the DEF Mathematics guidance</i> <i>Prioritise which objectives are key for preparing pupils for their future mathematics learning</i> <i>Plan purposeful activities to address gaps</i> <i>Collaborate with other teachers share excellent practice</i> 	Y2 Teachers Maths Leaders Other sessions TBC	1x twilight session 1x half day workshop	21st October 3:30pm-5pm 7 th December 9am-12noon
Ready to Progress: Year 6		Y6 Teachers Maths Leaders Other sessions TBC	1x twilight session 1x half day workshop	14th October 3:30pm-5pm 30 th November 9am-12noon
Ready to Progress: Other Year Groups		TBC	1x twilight session 1x half day workshop	TBC
Early Maths Development Programme	<ul style="list-style-type: none"> <i>Improve the quality of mathematics provision in participating settings</i> <i>Improve the quality of teaching and learning of mathematics in the Early Years</i> <i>Increase teacher subject knowledge and confidence in the teaching of Early Mathematics</i> <i>Raise the attainment of pupils in mathematics, ensure pupils make good progress</i> <i>To network with colleagues to share best practice and provide mutual support</i> 	Early Years Practitioners Maths Leads	6x ½ day sessions	TBC
See also: Subject Leadership				

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Leadership of SEND	<ul style="list-style-type: none"> Develop their own expertise to effectively evaluate provision in their school Develop precise action plans that will lead to improvement Improve the Leadership of SEND through a greater understanding of pedagogy and practice, enabling the leader to act as the lead learner for the school) Lead the implementation of effective practice within their school by acting as a role model to colleagues Raise attainment through planning, assessment and target setting – effectively using data to lead school improvement Build on and develop their leadership behaviours Support their colleagues in school through modelling and coaching 	Current and aspiring leaders of SEND, Inclusion Leads and SENCOs	3x ½ day sessions Programme	1) 30th September (9am – 12:30pm) 2) 3 rd March (9am – 12:30pm) 3) 30 th June ((9am – 12:30pm)
SEND Teacher Programme	<ul style="list-style-type: none"> Develop their own expertise to improve and enhance SEND provision in school. Develop teaching and learning through a greater understanding of pedagogy and practice Implement effective practice strategy within their school. Raise the attainment of pupils with SEND by promoting the use of appropriate materials / resources To be able to raise attainment through planning, assessment and target setting. Support their colleagues in school through modelling, coaching and partnership teaching Provide advice and support to colleagues Network with other teachers and leaders to exchange ideas and share practice to enhance the learning for pupils and staff 	All teachers- EYFS, KS1 & KS2	3x ½ day sessions Programme	1) 14th October (9am – 12:30pm) 2) 10 th March (9am – 12:30pm) 3) 23 rd June (9am – 12:30pm)

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Effective deployment of TAs– Supporting children with SEND	<ul style="list-style-type: none"> <i>To ensure that you have a greater understanding of Quality first teaching for all children and those with SEND.</i> <i>Look closely at inclusive strategies.</i> <i>How to increase independence within the class.</i> 	Teaching assistants	2 days in total, to alleviate 'screen fatigue', each full day has been split (see dates and timings)	20th October 9:30-12noon 21st October 1pm-3pm 16th March 1pm-3pm 17 th March 9am-3pm
Engagement model	<ul style="list-style-type: none"> <i>An introduction the Engagement model.</i> <i>Explore the 5 areas: exploration, realisation, anticipation, persistence and initiation of the Engagement model.</i> <i>To understand how the Engagement Model can be used in school to support the children who are not engagement with subject specific curriculum.</i> 	Sencos, Leaders Specialist teachers Teachers/ Teaching assistants	Standalone	7th October 1:30pm-4pm
Autism - Understanding the Sensory Side	<ul style="list-style-type: none"> <i>To understand what Autism is and explore the scientific link.</i> <i>To gain a greater understanding of the difficulties that children with Autism present.</i> 	Teaching assistants Teachers	Standalone	20 th January 2022 1pm-3pm
Sensory processing	<ul style="list-style-type: none"> <i>To understand what is sensory processing and how you can support children in the classroom.</i> <i>To explore how Sensory processing differences need be understood in order to reduce anxiety levels.</i> 	Sencos		

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Introduction to memory - strategies	<ul style="list-style-type: none"> To understand what the working memory is. To explore how do children with working memory issues appear in the classroom. To be equipped with strategies to support the working memory. 	Teachers Teaching assistants	Standalone	31 st March 2022 1pm-3pm
Introduction to SEMH – tools and strategies to support.	<ul style="list-style-type: none"> To understand what SEMH is. To gain an understanding of assessments tools that support SEMH needs. To gain strategies and resources that support pupils with SEMH needs. To understand anxieties and gain strategies/tools that support self-regulation within the classroom. 	Teachers Teaching assistants	Standalone	25 th November 1pm-3pm
SLCN – intensive interaction	<ul style="list-style-type: none"> To explore what is intensive interaction is. To understand how does it help with communication to support children who have autism, profound, or complex learning difficulties. 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022
SLCN- PECS	<ul style="list-style-type: none"> Have a clearer understanding of the foundations of PECS and what it is. Understand and explore the 6 phases of PECS so that you are able to implement and support children who are non-verbal. 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
SLCN- How does communication develop and NVC	<ul style="list-style-type: none"> To understand what communication is To understand how we communicate To explore non verbal communication Have an understanding of the skills required to effectively communicate 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022
SLCN- Attention and listening (Part 1) SLCN- Vocabulary- Joint with the attention & listening (Part 2)	<ul style="list-style-type: none"> To gain an understanding of what attention and listening is To understand how attention and listening develops To gain strategies to support attention and listening skills To know what vocabulary is To understand the types of words that underpin vocabulary. To develop strategies to promote vocabulary 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022
SLCN- Sign along training	<ul style="list-style-type: none"> To learn basic sign language using the sign along model 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022
SLCN – Speech sounds	<ul style="list-style-type: none"> To know what normal speech sound development looks like. To know the signs of disordered speech sound development. To be equipped of activities and resources to support early speech sound awareness. 	Sencos Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Spring 2 2022

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Dyslexia friendly classrooms- including multisensory spellings	<ul style="list-style-type: none"> Identify the key difficulties for a child with dyslexia Identify key indicators of dyslexia Develop a 'dyslexia friendly' teaching tool kit Explore interventions/strategies to support the multisensory approach 	<p>SENCOs</p> <p>All teachers</p>	Standalone	<p>Recording will be available HERE when ready</p> <p>Summer 2</p>
Autism Approaches including task boxing	<ul style="list-style-type: none"> Understand the umbrella term ASD Explore strategies to support children with ASD Understand the theory and practice behind Task Box approach Understand how to set up a Task Box 	<p>SENCOs</p> <p>Teachers of children identified with ASD</p>	Standalone	<p>Recording will be available HERE when ready</p> <p>Autumn 2</p>
Inclusive classroom - including now/next boards, visual timetables	<ul style="list-style-type: none"> Understand how the term inclusive classroom Explore the use of inclusive whole class and individual strategies; including Now and Next Boards, Visual Timetables, Task check lists, Use of Communication in Print, manipulative resources Understand the use accessibility functions on iPad to promote inclusion 	All teachers	Standalone	<p>Recording will be available HERE when ready</p> <p>Spring 1</p>
Fine motor development	<ul style="list-style-type: none"> Identify key indicators of fine motor difficulties Develop a 'fine motor' development classroom tool kit Explore interventions/strategies to support fine motor development 	<p>SENCOs</p> <p>EYFS Teachers</p> <p>All teachers</p>	Standalone	<p>Recording will be available HERE when ready</p> <p>Spring 1</p>
Word Aware approach	<ul style="list-style-type: none"> Be familiar with and understand the STAR approach Rehearse selecting Goldilock and Step on Words Understand impact of intervention or whole school approach 	SENCOs	Standalone	<p>Recording will be available HERE when ready</p> <p>Spring 1</p>

SEND/Inclusion

CPD	Aims	Audience	Programme or Standalone	Dates and Times (please note some dates and times have changed)
Lego therapy	<ul style="list-style-type: none"> <i>To have a greater awareness of LEGO therapy and its role in supporting social development for children with ASD and related conditions.</i> <i>To be equipped with the resources and information to start using LEGO therapy in your academy.</i> 	Teaching assistants	Standalone	Recording available HERE
Emotional literacy	<ul style="list-style-type: none"> <i>What is emotional coaching</i> <i>To understand the 4 steps of emotional coaching</i> <i>Resources to support emotional literacy</i> 	Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Summer 2
Precision teaching	<ul style="list-style-type: none"> <i>To introduce/review Precision Teaching as an assessment and monitoring tool</i> <i>To highlight the theory underpinning Precision Teaching</i> <i>To introduce the key components of Precision Teaching</i> <i>To provide the materials you will need to get started</i> 	Teachers Teaching assistants	Standalone	Recording will be available HERE when ready Summer 1

